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This annotated bibliography was designed to acquaint educators with ERIC documents which provide information on teaching minority group children. It is divided into five sections: the first contains studies of the problems of educating minority groups in general, and the other four deal separatively with teaching American Indians, Mexican-American, Negro, and Puerto Rican children. Each section indicates resources for orienting the teacher for working with minority group children, and notes instances where suitable materials are available for classroom use. The bibliography draws upon selected reports and books in the ERIC system through January 1969. (EF)

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ERIC-IRCD URBAN DISADVANTAGED SERIES

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# A SELECTED ERIC BIBLIOGRAPHY ON TEACHING ETHNIC MINORITY GROUP CHILDREN IN THE UNITED STATES OF AMERICA

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ERIC INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
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# INTRODUCTION

The classroom teacher in the United States of America often finds himself faced with the challenge of instructing youngsters from multiple ethnic backgrounds. In order to be effective, he must understand the nature and meaning of the differences presented by these school children. In relation to these differences he must be prepared to use those instructional materials and teaching devices which may be particularly helpful in planning learning experiences appropriate to the learners with specific characteristics. This bibliography was designed, therefore, to acquaint the practitioner with materials available through the ERIC Information Retrieval Center on the Disadvantaged which will provide useful information concerning general approaches and special strategies in teaching children from ethnic minority groups.

It is recognized increasingly that factors involving cultural patterns, historical experiences, values, and attitudes are highly significant in the success or failure of the educational development of children. Too often these elements relevant to minority group children have been absent from curriculums, have been unknown to teachers, or have been treated as an impediment to the curriculum rather than enrichment. It is only in recent years that serious effort has been made to examine such materials for their potential for improved instruction leading to a more accurate reflection of the roles of these groups in the social order, the enhancement of each child's self-image and the greater appreciation of his cultural roots. Classroom materials are now available which give greater recognition to the contributions of all groups to our pluralistic society and define relevant education as the integration, rather than the obliteration, of the different with the predominant.

This bibliography has been divided into five sections. The first contains studies of problems in education of ethnic minorities; the four which follow deal separately with teaching American Indian, Mexican-American, Negro, and Puerto Rican groups. Within these are resources designed to provide the teacher with orientation to some of the characteristics of the particular group, plus specific materials available and suitable for classroom use. The bibliography covers selected documents and books from the first ERIC collection through Research in Education of January 1969. These materials may be obtained through the ERIC Document Reproduction Service (EDRS), National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014, or may be found in ERIC repositories throughout the country. The cost of each item from EDRS is indicated for microfiche (MF) and hard copy (HC).

TABLE OF CONTENTS


| | Page |
|---|---|
| TEACHING ETHNIC MINORITIES | 1 |
| TEACHING AMERICAN INDIANS | 4 |
| TEACHING MEXICAN-AMERICANS | 9 |
| TEACHING NEGROES | 14 |
| TEACHING PUERTO RICANS | 19 |

# TEACHING ETHNIC MINORITIES

Coleman, James S.; and others. Equality of educational opportunity. Washington, D.C.: Government Printing Office, 1966. 764p. ED 012 275 [MF-$2.75 HC-$38.30]

The product of an extensive survey requested by the Civil Rights Act of 1964, this report documents the availability of equal educational opportunities in the public schools for minority group Negroes, Puerto Ricans, Mexican-Americans, Oriental-Americans, and American Indians, as compared with opportunities for majority group whites. Comparative estimates are made on a regional as well as on a national basis. Specifically, the report details the degree of segregation of minority group pupils and teachers in the schools and the relationship between students' achievement, as measured by achievement tests, and the kinds of schools they attend. Educational quality is assessed in terms of curriculums offered, school facilities such as textbooks, laboratories, and libraries, such academic practices as testing for aptitude and achievement, and the personal, social, and academic characteristics of the teachers and the student bodies in the schools. Also in the report is a discussion of future teachers of minority group children, case studies of school integration, and sections on higher education of minorities and school nonenrollment rates. Information relevant to the survey's research procedures is appended.

Gibson, John S. The development of appropriate instructional units and related materials on racial and cultural diversity in America. Final report. Medford, Massachusetts: Lincoln Filene System for Citizenship and Public Affairs, Tufts University, 1967. 508p. ED 016 552 [MF-$2.00 HC-$25.50]

A research project was conducted at Tufts University between March 1, 1965 and September 14, 1967, for the purpose of developing instructional materials and teaching strategies which would provide more effective teaching and learning about racial and cultural diversity in American life. Two fundamentals are woven into the design of these materials: (1) covert and overt behavioral patterns are learned or

taught, rather than being innate, and (2) diversity in terms of race, religion, national origin, appearance, and behavior is one of the most positive advantages of American life. The results of the project include the development of lower grade and upper grade units on race and culture in American life, the development of suggested teaching strategies and bibliographical reference sections for teachers using these units, and the presentation of a full report on recommended evaluation procedures and instruments with respect to race and culture in American life.

Gibson, John S.; and Kvaraceus, William C. The development of instructional materials pertaining to race and culture in American life. Medford, Massachusetts: Lincoln Filene System for Citizenship and Public Affairs, Tufts University, 1966. 222p. E ED 010 029 [MF-$1.00 HC-$11.20]

This curriculum development project was conducted to adjust elementary instructional programs to include information and concepts about racial-cultural diversity in America, including the life of the American Negro. Its principal emphasis was on laying the groundwork for preparing instructional materials in this area of human relations. Specialists from both the social science and educational fields were called into the study to review patterns of instruction and promising curriculum designs in social studies and the humanities. Preliminary thoughts on potential new media for presenting programs in race-culture diversity were proposed. 'Working parties' of six teachers were then established to test the most promising instructional items by actual classroom tryouts and experimentation with approximately 330 children in the K-6 level. Differences in the teaching approaches among racial and cultural groups were also suggested since the history and current situations among these groups often differ widely.

John, Vera P.; and Berney, Tomi D. Analysis of story retelling as a measure of the effects of ethnic content in stories. Final report. New York: Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University, 1967. 90p. E ED 014 326 [MF-$0.50 HC-$4.60]

The purpose of the study was to examine the psychological impact of stories and story books on 142 preschool children including 46 Negroes, 22 Puerto Ricans, 10 Mexicans, 16 Sioux, and 48 Navajo by means of standardized retelling of stories. A further aim was to discover patterns of language performance among the five differing ethnic groups. Each investigator was provided with a standard kit of ten books of three types (1) books of ethnic identification, (2) non-verbal books, and (3) classic children's books. During the last part of the program, they read abbreviated versions of two selected stories to the children and had each child retell both stories. Results indicated that the inclusion of ethnic books is useful in a program aimed at non-white children.

Stewart, Omer C. Problems in education and acculturation in multi-ethnic communities. N.d. 6p. E ED 011 786 [MF-$0.25 HC-$0.40]

The author discusses the assimilation and education of ethnic minority groups into the dominant societal organization and patterns. Education is seen as a part of the process of acculturation between peoples of different ethnic backgrounds. The author states that all ethnic groups have the same potential for academic achievement. A major difficulty encountered in the education of minorities is that these groups are required to learn two or three different value structures, sets of habits, and mythological information, whereas the dominant culture need only acquire one such foundation. Further difficulties result from the fact that a child from a minority has thoroughly acquired the culture of that minority before he enters the formal education process of the dominant culture. As a result, the dominant culture rejects him because he cannot conform.

## TEACHING AMERICAN INDIANS

Barnardoni, Louis C.; and others. Successful teacher practices in the teaching of Indian youngsters. Phoenix: Arizona State Department of Public Instruction, 1961. 56p. E ED 011 214 [MF-$0.25 HC-$2.90]

The Arizona Coordinating Council for Research in Indian Education requested that teachers summarize particular techniques, aids, and units effective with Indian children. This document is a compilation of those summaries. Techniques presented include developing primary grade creative writing, creating reading atmosphere and motivation, teaching vowel sounds through music, story telling and dramatization, learning to speak English, learning poetry, using the library in supplemental reading, and phonics. Other techniques offered include those for developing motivation for word problems, building sight recognition of numbers and colors, developing science vocabulary, teaching non-English-speaking children, correlating art in the curriculum, developing in arts and crafts, and teaching geography. Special units on sanitation, baby animals, language through geography, cattle, and total school adjustment to the first grades, plus a beginner's day program and an inter- intra-mural program are also included.

Gaarder, Bruce. Education of American Indian children. 1967. 9p. E ED 018 299 [MF-$0.25 HC-$0.55]

Educational policy for American Indian children has been based on the principles that the Indian's salvation lies in his ceasing to be what and who he is, that it lies in becoming assimilated through alienation, and that English shall be the sole language of instruction. As a consequence of these principles and the Indian children's poor self-concept, they achieve at a lesser rate than their Anglo counterparts. The view presented in this report is that self-sufficiency, realized through self-fulfillment for each individual Indian child and for each separate Indian tribe, will be the quickest way to self-dispersal of the tribes and their eventual assimilation and disappearance. Recommendations which will help to achieve this goal of self-sufficiency include--(1) Indians should have local control over

their own schools, (2) Indians employed with federal funds for work with other Indians should be from the same tribe, (3) Indian schools should implement bilingual instruction, (4) A strong, mutually-reinforcing relationship should be developed between Indian pupils' parents and the school, and (5) there should be further graduate study and a research center focused on the history, languages, and culture of American Indians.

Kellerhause, Kenneth; and others. The Iroquois: a bibliography of audio-visual materials--with supplement (title supplied). Oneonta: State University of New York, College at Oneonta, 1967. 9p. E ED 018 324 [MF-$0.25 HC-$0.55]

Approximately 25 sources of audiovisual materials pertaining to the Iroquois and other Northeastern American Indian tribes are listed according to type of audiovisual medium. Among the less common media are recordings of Iroquois music and do-it-yourself reproductions of Iroquois artifacts. Prices are given where applicable.

Lamberts, J.J.; and others. Teaching English as a second language. Phoenix: Arizona State Department of Public Instruction, 1962. 60p. E ED 019 154 [MF-$0.50 HC-$3.10]

Seven papers are compiled under the general subject heading of teaching English as a second language. Linguistics is discussed in relation to teaching English and in relation to teachers of Indian children. The Lado English Language Series is reviewed. Ideas for greetings and simple request phrases for teachers, as well as generalized procedures for teaching English, are included.

Ohannessian, Sirarpi. The study of the problems of teaching English to American Indians, report and recommendations. Washington, D.C.: Center for Applied Linguistics, 1967. 46p. E ED 014 727 [MF-$0.25 HC-$2.40]

The purpose of the present study was to assess the learning and teaching of English in elementary and secondary BIA schools as well as in adult education programs and selected public schools enrolling American Indian students. The main problem areas studied were--(1) administrative aspects of boarding and day schools, (2) the performance, preparation, recruitment, and retraining of teachers, (3) the performance of students, and (4) instructional materials. The twelve-man study group was composed of specialists in linguistics and the teaching of English to speakers of other languages, American Indian languages, anthropology, psychology of language learning, and other related and pertinent fields. Their recommendations include--(1) the institution of an independent national advisory council on Indian education, (2) a re-examination of patterns of schooling for Indian students, (3) special preparation, recruitment, and retraining of personnel, and (4) research projects.

Olsen, Diane. Indians in literature: a selected annotated bibliography for children. Minneapolis: University of Minnesota, 1964. 16p. E ED 014 353 [MF-$0.25 HC-$0.90]

A listing of children's literature is presented, categorized as follows--(1) biography and fictionalized biography, (2) lore and legend, (3) stories and novels, and (4) general information and background material.

Owen, Roger C. (ed.); and others. The North American Indians: a sourcebook. New York: MacMillan Company, 1967. 749p. ED 021 687 [Document not available from EDRS]

A collection of 52 original articles by outstanding authorities on American Indians is organized by culture areas to provide a general introduction to the study of the aboriginal populations

of North America. An attempt has been made to include articles representative of the major theoretical points of view (historical, psychological, configurational, structural, functional, and evolutionary), as well as those articles purely descriptive in nature. The book also includes an extensive bibliography and a list of 250 educational films related to the American Indian.

Potts, Alfred M., 2d; and Sizemore, Mamie. Developing curriculum for Indian children. Alamosa, Colorado: Adams State College, 1964. 141p. E ED 012 188 [MF-$0.75 HC-$7.15]

This workshop report was prepared as a guide for teachers of Indian children in the four corners area of Arizona, Colorado, New Mexico, and Utah. The stated purposes are to provide teachers with insights into problems of educating these children and to provide knowledge of their different cultural backgrounds, learning and behavior problems, and values. Problems inherent in their cultural translation are discussed to indicate areas of needed understanding, foremost among which is developing the ability to communicate effectively in English. Several methods for teaching English are described, both for beginners and for upper-grade students. Short sections discuss methods of teaching social studies, arithmetic, and science. Problems of intelligence and achievement testing are discussed. The publication emphasizes that these children should be tested only when a definite purpose is to be served and then with great care, since most standardized tests do not indicate accurately the capabilities of Indian children. Many bibliographies, references, and teaching aids are given.

Thompson, Hildegard. Education for cross-cultural enrichment: selected articles from Indian education 1952-64. Lawrence, Kansas: Publications Service, Haskell Institute, 1964. 305p. E ED 021 654 [MF-$1.25 HC-$15.35]

One hundred and fifty-one articles, dating from 1952 to 1964, comprise this third volume of selected articles from "Indian Education," a semi-monthly field letter published by the Bureau of Indian Affairs. The articles cover a wide range of elements affecting Indian educational attainment, such as cultural factors in Indian education, edu-

cational philosophy for Indian schools, program responsibility, research in Indian education, upgrading Indian education, designs for quality teaching, teaching English to Indian students, guidance for Indian students, summer programs for Indian students, adult education programs, inservice education programs, and goals for the future of Indian education.

Willey, Darrell S. An interdisciplinary institute for the in-service training of teachers and other school personnel to accelerate the school acceptance of Indian, Negro, and Spanish-speaking pupils of the Southwest. Interim report no.2. University Park: New Mexico State University, 1966. 30p. E ED 015 033 [MF-$0.25 HC-$1.60]

In conjunction with an interdisciplinary institute at New Mexico State University, a survey was conducted to determine perceptions and attitudes of community members and school personnel in the provision of equality of educational opportunity for Anglo, Spanish-American and Indian children in Aztec and Tularosa, New Mexico. The major questions asked were: How does the dominant majority Anglo culture view the abilities of Spanish-American and Indian children compared to their own? How does the Spanish-American and Indian parent feel about the abilities of his children compared to their Anglo classmates? Is the failure of Spanish-American and Indian children, in contrast to the relative success of Anglo children in school, perceived as a result of differential treatment by teachers and school administrators? and How much of this failure do the members of the three cultural groups and the educators themselves attribute to inadequacies in the school program? Two distinct patterns emerge from the data. First, members of all groups perceive the Anglo child as most capable, the Spanish-American child as less capable, and the Indian child as least capable of achieving desirable goals. Second, all groups saw pupils as most capable of completing high school, less capable of attending trade school or college, and least capable of finding a job after school. Graphs and a bibliography are included.

## TEACHING MEXICAN-AMERICANS

Amsden, Constance. A reading program for Mexican-American children. First interim report. Los Angeles: California State College, 1966. 157p. E ED 010 532 [MF-$0.75 HC-$7.95]

A preliminary developmental program in beginning reading was established for Mexican-American children in an East Los Angeles school. The program was designed to develop oral language skills and to reinforce traditional cultural values in the Mexican-American community. Baseline data were obtained on both reading achievement and oral language development. In addition, independent studies were undertaken of (1) the Spanish language proficiency of the children and (2) Spanish influence on the children's oral English. A continuing emphasis on parent participation, individualized instruction, self-instruction, and cultural awareness was recommended to assure the children's academic progress and to develop their senses of identity and self-esteem.

Amsden, Constance; and others. A reading program for Mexican-American children. Revision 1. Los Angeles, California: Youth Opportunities Foundation, 1965. 69p. E ED 016 757 [MF-$0.50 HC-$3.45]

This proposal outlines plans for a program for Mexican-American children in preschool through third grade at the Malabar Street School in East Los Angeles, California. In contrast to the traditional primary school curriculum, the program will emphasize language development, particularly verbal mediation skills. Reading instruction will be based on word configuration, phonetic, kinesthetic, and language experience methods, and other subjects will be taught as a means of furthering reading instruction. Each child will be responsible for a large amount of self-instruction. The program recognizes the cultural background and personality characteristics of the individual child and their functional relationship to reading development processes. The report describes the Mexican-American problem in California and gives some details of the program budget. It also contains resource information on certain characteristics of the Negro and Mexican-American child's reading ability, a time schedule for the development of reading, and a discussion of the relationship of the major curriculum areas to reading.

Charles, Edgar B. (ed.) Mexican-American education: a bibliography. University Park: New Mexico State University, 1968. 28p. E ED 016 562 [MF-$0.25 HC-$1.50]

This selected, annotated bibliography contains 90 books, monographs, journal articles, and unpublished papers on the education of Mexican-Americans. All documents were produced sometime between 1958 and 1967 and cover the following areas of education: preschool, elementary, secondary, higher, adult (basic and vocational), and migrant. A "user index" is included which will assist the reader in finding those documents with multiple subject references.

Forbes, Jack D. Mexican-Americans: a handbook for educators. Berkeley, California: Far West Laboratory for Educational Research and Development, 1967. 41p. E ED 013 164 [MF-$0.25 HC-$2.15]

Approximately five million persons of Mexican ancestry reside in the states of California, Arizona, New Mexico, Texas, and Colorado. A large number have also made homes in the greater Chicago area and in other industrial centers. Mexican-Americans have played a vital role in the industrial, agricultural, artistic, intellectual, and political life of the Southwest. For thousands of years Mexico has been a center for the dissemination of cultural factors and the Mexican-American people of the United States have served as a cultural bridge for the diffusion northward. The Mexican-American community is described as being proud of its Mexican background and is experiencing difficulty in acculturation. Mexican-American youth often make valuable contributions to the schools by bringing a varied background of experiences and skills, bilingualism, cultural factors, homemaking skills, and practical work experience. Sixteen suggestions are presented to teachers and administrators that would help provide transfer of training for all students into a mixed Anglo-Mexican culture. The publication concludes with a listing of supplementary audiovisual aids and instructional materials which are available for classroom use at both the elementary and secondary school level.

Harrigan, Joan. Materiales tocante los Latinos (a bibliography of materials on the Spanish-American). Denver: Colorado State Department of Education, 1967. 40p. E ED 018 292 [MF-$0.25 HC-$2.10]

An extensive list of titles is included in this bibliography of materials on Spanish-Americans, which should serve to meet the broad range of needs and interests of the general public library patron, the school student, and the professional person. The materials are arranged in six sections which include: (1) A general reading list, (2) a section on bilingual materials, (3) a list of apropos bibliographies, (4) a series of professional materials, (5) pertinent newsletters and periodicals, and (6) a publisher's directory. The materials in this bibliography were chosen on the basis of frequency of appearance in various informal, professional reading lists, by recommendation of recognized authorities, and by personal examination and review. All items listed are currently in print and available for purchase except those in the miscellaneous section.

Ott, Elizabeth H. Basic education for Spanish-speaking disadvantaged pupils. N.d. 23p. E ED 020 497 [MF-$0.25 HC-$1.15]

A bilingual education program has been field-tested in San Antonio, Texas, in classes of disadvantaged Mexican-American children. This Southwest Educational Development Laboratory (SWEDL) program is also applicable to teaching Negro Americans. The strength of the program, according to the author, lies in what it does to change the children. By talking first about an impersonal subject like science, the children gain language proficiency and confidence which enables them to move toward learning about social studies, and how they fit into the larger world beyond their neighborhoods. Reading in the two languages is introduced early and is based on what they have learned to understand and use orally. Subject materials are taught in both Spanish and English at separate periods during the day. A description of Horn's Language Research Project (begun in 1964 and still ongoing in the San Antonio school district) and the Ott Study (the Spanish-English Fluency Test which was given to children participating in the Horn Project) is followed by test data.

Smith, Marguerite. English as a second language for Mexican-Americans. University Park: New Mexico State University, 1968. 22p. E ED 016 560 [MF-$0.25 HC-$1.20]

The teaching of English as a second language to Spanish-speaking students is a challenging and complex task. In order to plan an adequate curriculum, there must be a clear understanding of the academic and cultural objectives to be met. The primary objective in teaching the Mexican-American is to develop his ability to communicate in English. Aural-oral mastery is logically gained through language arts. It is important that the listening-speaking-reading-writing sequence be developed on valid linguistic principles. The author includes poems, games, songs, and structured oral drills for grade 1, and indicates areas of curricular importance for grades 2-8. Of late, there has been a move toward teaching Spanish-speaking students in Spanish with an attendant emphasis on their cultural inheritance.

Varner, Carl L. Teaching English as a second language to pupils of foreign born, Mexican heritage. Lesson plans II. El Centro, California: Imperial County Schools, 1965. 162p. E ED 015 819 [MF-$0.75 HC-$8.20]

Lesson plans were developed for the 1964-65 school year under a pilot project through the cooperative effort of the Calexico Board of Trustees, Imperial County Superintendent's office, California State Department of Education, and the State Board of Education. The plans provided general suggestions and suggested daily lesson plans for 21 weeks. The special pilot project classes met at least one-half hour daily and class enrollment was limited to fifteen pupils. The audio-lingual approach to learning was to be used with emphasis on increasing facility in the use of oral English.

Wilson, Herbert B. Evaluation of the influence of educational programs on Mexican-Americans. University Park: New Mexico State University, 1968. 25p. E ED 016 561 [MF-$0.25 HC-$1.35]

This monograph explores problems connected with the evaluation of the influence of educational programs on Mexican-Americans, by considering the objectives of the formal school program and the influence of informal education. Successful students identified three factors contributing to their success: a good self-concept, parental love, and teacher care and interest. A list of problems is included which are associated with evaluation of Mexican-American students and with successful evaluation practices, the latter including use of objective questions, oral reports, verbal methods, dramatic play, group activities, and learner's own experience. For best teaching results, teachers must be concerned and sincere, make home visitations, give tangible rewards, develop skill in observation, record objectively, provide appropriate motivation, and develop feelings of equality, trust, and mutual respect in the students.

## TEACHING NEGROES

Clift, Virgil A. Educating the American Negro. 1966. 36p. ED 015 964 / MF-$0.25 HC-$1.90 /

This review of the status of the education of the American Negro points out that historically his schooling and education have been shaped by forces over which he has had very little control. The review describes the Negro's modest educational beginnings during the colonial period and pre- and post-Civil War developments. In the twentieth century profound changes in public education for Negroes have taken place, both in terms of attendance rates and improvement in educational quality. The article traces the legal battles against segregated Jim Crow schools and describes the developments in desegregation since 1960 in southern public schools. Special attention is given to regional variations. It also contains a discussion of higher education for Negroes and the particular problems faced by Negro colleges and students. The issues of Northern schools, racial balance, and the current concern with cultural deprivation and low academic achievement are also noted.

Cuban, Larry. The Negro in America. Scott Foresman problems in American history. Oakland, New Jersey: Scott, Foresman and Company, 1964. ED 021 939 / Documents not available from EDRS /

Intended for use by high school students, this book is made up of resource materials which collectively trace the history of the Negro in America. Included are newspaper articles, poems, and relevant excerpts from novels, reports, and scholarly discussions. Each of the fifteen "problems" into which these materials are organized is accompanied by brief introductory discussion and pertinent study questions. The readings cover aspects of slavery and the Negro in the South, Negro leadership, politics and the Negro, the Chicago race riot, the Little Rock school crisis, and class structure in the Negro community.

Erikson, Erik H. The concept of identity in race relations--notes and queries. 1966. 39p. E ED 012 730 / MF-$0.25 HC-$2.05 /

Discussed in this series of "notes and queries" are various aspects of identity, particularly the identity of the Negro. Helpful in understanding Negro identity is the expression by Negro authors of their negative identity (invisibility, namelessness, and facelessness), interpreted here as a demand to be heard, seen, recognized, and faced as individuals rather than as men marked by their color and stereotypes. These authors are seen to be trying to liberate their "surrendered identities." Complications related to understanding Negro identity, which might be clarified by the concept of negative identity, are: (1) the hierarchy of culturally related positive and negative elements in each individual's psychosocial identity, (2) the fusion of negative images presented by the majority into the negative identity of the oppressed and exploited, and (3) the vested interest of the oppressor in the negative identity of the oppressed. It is felt that it is from the "wider" aspects of identity available throughout the culture that the Negro will find his own identity.

Haber, Louis. The role of the American Negro in the fields of science. Final report. 1966. 73p. E ED 013 275 / MF-$0.50 HC-$3.75 /

Most of this report of a pilot project to gather resource material on American Negro scientists for use in elementary and secondary school curriculums is made up of brief biographies and descriptions of the work of twenty-one Negro inventors, biologists, chemists, and physicians. It is felt that making this little-known material available will increase knowledge about the Negro in the United States and thus improve race relations. An extensive bibliography on the American Negro is included.

Jackson, Miles M.; and others. A bibliography of materials by and about Negro Americans for young readers. Final report. 1967. 92p. E ED 015 091 [MF-$0.50 HC-$4.70]

An annotated list of books and audiovisual materials recommended for teaching the contributions of Negroes to American life and the Negro heritage and traditions is presented. The notes included with each entry describe the unique features which would appeal to specific curricula interests. The work is intended to provide teachers and librarians with a buying list which will help them develop book collections and to provide opportunities for pupils to observe the interrelationship of people within the United States. The citations are arranged by subject, and there is a title index and a subject and author index.

Koblitz, Minnie W. The Negro in schoolroom literature, resource materials for the teacher of kindergarten through the sixth grade. 2d ed. New York: Center for Urban Education, 1967. 74p. E ED 019 318 [MF-$0.50 HC-$3.80]

This annotated bibliography lists more than 250 books, current to September 1, 1966, which contribute to the understanding and appreciation of the Negro heritage. These resource materials, suitable for students in kindergarten through sixth grade, are arranged according to reading level. There are sections containing additional source materials and background materials for teachers. The books are listed under the rubrics--picture books and easy readers, reading series, fiction, general biography, sports biography, American Negro history and contemporary problems, and travel. There is an author index and a publishers appendix.

Penn, Joseph E.; and others. The Negro American in paperback: a selected list of paperbound books compiled and annotated for secondary school students. Washington, D.C.: National Education Association, 1967. 33p. E ED 018 506 [MF-$0.25 HC not available from EDRS]

This annotated bibliography of paperback books on the Negro American lists fiction, social histories, biographies, and autobiographies suitable for secondary school students. Each entry is labeled ap-

propriate for junior high school students, senior high school students, or both. The addresses of the publishers of these works are also indicated.

Rosenfeld, Harriet. Books to enhance the self-image of Negro children. 1966. 18p. E ED 011 904 [MF-$0.25 HC-$1.00]

Works for children which present Negroes as positive central characters who show self-esteem, dignity, and self-respect are listed in this annotated bibliography. Other criteria for a book's inclusion are the presence of nonstereotyped characters, speech patterns, or illustrations, and an attractive format. The booklist has a section on American life in the past and present and one on Africa and the West Indies. Within each heading the books are classified as suitable for beginners (kindergarten through grade 2), intermediate (grades 3 and 4), and advanced (grades 5 and 6). All books were in print as of December 1966.

St. John, Nancy; and Smith, Nancy. Annotated bibliography on school racial mix and the self concept, aspirations, academic achievement, and interracial attitudes and behavior of Negro children. Cambridge, Massachusetts: Harvard University, 1966. 83p. E ED 011 331 [MF-$0.50 HC-$4.25]

This selective annotated bibliography lists 242 items on the effects of racial segregation, desegregation, and integration on school children. The bases used for selection of the items were (1) empirical research, (2) post-1954 and especially post-1960 studies, (3) the North and defacto segregation, (4) research with Negro subjects, and (5) research meeting standards of excellence. Following an introductory listing of other annotated bibliographies, the remaining items are listed under headings of "independent variables (causes)," "dependent variables (effects)," and "relation of main independent variables (school racial mix) and dependent variables." A double entry is provided for each item, once unannotated in an alphabetical index by author and once annotated under an appropriate subject-matter heading.

The Negro in the United States: a list of significant books selected from a compilation by the New York Public Library, 1965. New York: Curriculum Consultation Service, 1965. 5p. E ED 019 339 [MF-$0.25 HC-$0.35]

Among the 116 entries on this bibliography on the Negro in the United States are volumes of poetry, biographies, fiction, and social histories. Twenty-two of the entries pertain specifically to Negro equality and the civil rights movement. The user is also referred to several books on Negro music and musicians.

# TEACHING PUERTO RICANS

Cordasco, Frank M. (comp.); and Covello, Leonard (comp.) Studies of Puerto Rican children in American schools: a preliminary bibliography. New York: Department of Labor, Commonwealth of Puerto Rico, 1967. 25p. E ED 021 910 [MF-$0.25 HC-$1.35]

This unannotated bibliography lists works dealing with Puerto Rican children and their experience in the mainland American schools. Unpublished and published materials are listed separately; some are written in Spanish and a number of them were produced by the New York City Board of Education.

Fennessey, James. An exploratory study of non-English speaking homes and academic performance. Baltimore, Maryland: Johns Hopkins University, 1967. 49p. E ED 011 613 [MF-$0.25 HC-$2.55]

The language-related difficulties of Puerto Rican children in New York public schools were studied by a reanalysis of data previously collected in a U.S. Office of Education (USOE) survey. This Spanish-speaking ethnic group was studied to answer two questions: (1) What is the relationship between language spoken in the home and other aspects of ethnic background? and (2) What differences are present at several different grade levels in vocabulary test scores of Puerto Rican children from contrasting home-language backgrounds? Tentative conclusions suggested by the analysis were (1) the language pattern is not very closely linked with other attributes of Puerto Rican ethnic background, (2) when some background variables that are confounded with the language pattern are taken into account, there is little difference between the average test scores of the children from Spanish-English homes and the English-only homes, except at grade 1.

Loretan, Joseph O.; and others. Evaluation of science instruction in Spanish for students of Spanish speaking background--steps in implementing experimental project (for school information). Brooklyn: New York City Board of Education, 1964. 24p. E ED 012 559 [MF-$0.25 HC-$1.30]

A project whose purposes were to foster bilingualism, forestall anticipated difficulties in science, and provide the motivation and course requirements essential for success in high school is described and assessed in this report. Two seventh-grade classes of similar age, language background, and abilities were given the same or equivalent program in all respects except three. The experimental group received their science instruction in Spanish, used a Spanish text, and were given a course in the Spanish language. At the end of the experiment, both groups were measured for progress in Spanish, science, English, and student attitudes. The results indicated that achievement in science and Spanish was improved, and that the program motivated the students, helped improve their self-image and appreciation for their hispanic culture, and brought about a decrease in anxiety. Included as part of this report are a sample review physics test in Spanish, and a depth interview with a Spanish-science teacher.

New York City Board of Education, Booklyn. Puerto Rican profiles. 1964. 96p. E ED 002 212 [MF-$0.50 HC-$4.90]

The large influx of Puerto Rican residents into New York City has been most deeply felt in the school system. Problems have arisen because American teachers find it difficult to cope with the challenge of new customs and language presented by these students. To help broaden understanding in this new student-teacher relationship, information about Puerto Rican life, both in Puerto Rico and in New York City, has been gathered. The first section is about Puerto Rico, and gives an historical background, insight into the country's economy and its United States dominated politics, and information about the Puerto Rican's problem in the United States, reasons for migrating, and the types of migrants. Attention is given to their problems of adjustment to a new environment including housing and work facilities. The economic status of the immigrants, the types of neighborhoods in which they live, the schools they attend, and the interaction of Puerto Rican and American cultures are also discussed.

New York City Board of Education, Brooklyn, Divisions of Elementary Schools, Junior High Schools and Curriculum Development. Phrases with Spanish equivalents for use in schools: an aid for teachers of children of Puerto Rican background. 1954. 13p. E ED 001 078 / MF-$0.25 HC-$0.75 /

Basic English expressions are listed with their Spanish equivalents, and arranged alphabetically in English for easier location. Suggestions are given to broaden understanding of students and parents, with special consideration of their problems. A special message is included to parents of children entering first grade, suggested registration form and report card (all with translations) which can be adapted to given situations and which should prove helpful in securing parent cooperation. Miscellaneous items included are numbers and names of days and months in Spanish and English.

New York City Board of Education, Brooklyn, Human Relations Unit. Bridges to understanding: teacher orientation aids. 1965. 64p. E ED 001 941 / MF-$0.50 HC-$3.30 /

There are many aspects of the culturally different child which teachers need to understand. Many stereotypes, derogatory phrases, and professional terms exist which are negative in tone, of which teachers should be aware so that they can be avoided in parent-teacher conference. The self-image of a minority group is extremely important in determining the child's motivation for school work. Knowledge of the adjustment problems of Puerto Rican New Yorkers and of other immigration groups which reside in the city can help a teacher appreciate the need for extending democratic principles to the many groups in our culturally pluralistic society. Discussion questions, a book list, and suggested instructional films on many aspects of human relations are included as teacher aids.

Thomas Marie, Sister. Understanding the Puerto Rican and his family. 1964. 10p. E ED 011 264 / MF-$0.25 HC-$0.60 /

An understanding of traditional Puerto Rican family customs and basic differences between Puerto Rican and other life styles should help professional workers solve the problems created by migration

to the United States. The culture of the Puerto Rican can be described in relation to three concepts--dignidad (self-esteem or self-worth), respeto (understanding of the role in the family and society), and carino (affection). The extended family, with its concomitant security for the child, and the patriarchal pattern of the culture are deeply rooted in the tradition. When the Puerto Rican migrates to the mainland, these values become strained and break down because of the mainland stress on contractual relationships and efficient behavior.

Transue, Miriam L. Christmas songs of Puerto Rico. New York: Department of Labor, Commonwealth of Puerto Rico, 1957. 11p.
E ED 002 472 [MF-$0.25 HC-$0.65]

English and Puerto Rican lyrics, including music, of fourteen Puerto Rican Christmas songs are presented. The songs can be taught in elementary or secondary schools. Folk songs, folk dances, praises of the Christ child and of the three wise kings, and retellings of the Christmas story constitute the repertoire. Background information and the meanings of unfamiliar words are given. The book is a useful resource for schools with large numbers of Puerto Rican children, for it enables the school to teach these children and their classmates of other ethnic groups the contribution of Puerto Rico to the musical heritage of the Americas.